FOREWORD

Dear Students

The purpose of this handbook is to provide you with important information to help you make informed and therefore better decisions for the immediate and possibly long term future.

In the process of making decisions, it is essential that you consider a number of things. At a personal level, what are the things that you are good at, that you like and to which you are committed? Have you considered the results that you have achieved to date and are they sufficient for the demands of the subject or course that you may wish to study?

In looking further ahead, have you done any research into the requirements of future University and TAFE study, or employment? The following publications and resource people will help you to gather the necessary information:

- The SATAC Booklet: Tertiary Entrance
- The Job Guide
- University Handbooks
- Career literature available through the school and other sources
- College Careers Adviser
- College School Counsellor
- SACE Coordinator
- VET Coordinator
- SACE Board Website: www.sace.sa.edu.au

It is worth noting that subjects not offered at Cabra may be able to be studied through the External Studies mode. For details see the External Studies Coordinator, Mrs Cheryl Webber.

As you can see, there is a lot of information to find out and consider. The teachers at Cabra are most keen to support you through this very important decision making time and urge you to take advantage of the considerable support available. Please use this booklet wisely and if necessary seek help.

We wish you well in making considered and informed decisions.

Nicole Laube
Deputy Principal (Curriculum)
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**NOTE:** (S) = Semester Subject  (F) = Full Year Subject
ESSENTIAL READING

REQUIREMENTS FOR PROGRESSION INTO SACE STUDIES

SACE STUDIES  Students must demonstrate an overall ability to proceed with more demanding studies at a higher level.

As a guide, where a student achieves an A or B result, they gain automatic entry into the same or similar subject in the following year or semester.

Students who achieve a C result will gain entry into the same or similar subject on the recommendation of the Subject Coordinator.

Students who do not achieve a C level result will be counselled into an alternative subject or course of study.

CONSIDERATIONS  Before making any decisions, parents and students should consult with the school and carefully consider the following:

- the results achieved to date
- the relationship between ability, interests and goals
- commitment to study
- vocational preferences and any pre-requisites for tertiary studies.

COUNSELLING  Various counselling, information and advisory services are available through the following people:

- School Counsellor
- Careers Adviser
- VET Coordinator
- Subject Coordinators
- Year Level Coordinators
- SACE Coordinator
- Deputy Principals.

CONSTRAINTS  Students’ initial choices are confirmed after consideration of their final results.

Unless a minimum number of students choose a subject, it will not be offered.

While every attempt is made to accommodate a student’s choice of subjects or course, this will finally be determined by the timetable lines.
SACE STAGE 1 - INTRODUCTION

When you choose subjects for your study towards the SACE, it is assumed that you will gain a 'C' level of achievement. As final results for Stage 1 subjects are given at the end of each semester, it is not wise to 'have a go' at studies that may prove too difficult or for which you are not recommended.

At the commencement of the year/semester every student receives a copy of an assessment plan for each subject. These plans will give explicit details of the assessment requirements to be met. It is essential that students are thoroughly familiar with these requirements.

Enrolment for the SACE is a formal process. All students must gain the signature of the Subject Coordinator or nominated teacher before they enrol in any subject.

In the following pages you will find some details about the SACE. Parents/Carers are encouraged to attend the Parent Evening to be held during the third term, when considerably more information and clarification on all SACE matters is given.

WHAT IS THE SACE?

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

The certificate is based on two stages of achievement:

Stage 1 (mostly undertaken in Year 11) and
Stage 2 (mostly undertaken in Year 12/13).
QUALIFYING FOR THE SACE

Each SACE subject or course successfully completed earns ‘credits’ towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Ten credits are equivalent to one semester or six months’ study in a particular subject or course.

Students will receive a grade – from A to E – for each subject. For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:

- Personal Learning Plan (10 credits)
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student’s choice.

*** NOTE: At Cabra all students will study two 10-credit units of the subject Religion Studies as part of their studies towards the SACE over Years 10 and 11. (In Year 12 students also do a compulsory non-SACE subject ‘Religion & Life’ for Terms 1, 2 and 3 that is assessed internally only.)

The Research Project may be undertaken in Semester 2 of Year 11 or Semester 1 in Year 12.
THE PERSONAL LEARNING PLAN

In this subject, students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE.

The Personal Learning Plan helps students to:

- identify and research career paths and options, including further education, training and work
- choose appropriate SACE subjects and courses based on plans for future work and study
- consider and access subjects and courses available in and beyond school
- review their strengths and areas they need to work on, including literacy, numeracy, and information and communication technology skills
- gain skills for future employment
- identify their goals and plans for improvement
- review and adjust their plans to achieve their goals.

The Personal Learning Plan contributes 10 credits towards the SACE. Because it is compulsory, students need to achieve a C grade or above.

Note: Any students new to Cabra who have NOT completed the Personal Learning Plan in Year 10 will need to complete this subject in Year 11.

WHAT IS COMMUNITY LEARNING?

Students are able to earn SACE credits for learning undertaken in the community. Information on community-based courses can be found at [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

These details are updated as new course information becomes available.

Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

For further information and details please contact Mrs Cheryl Webber, (SACE Coordinator)
VOCATIONAL EDUCATION & TRAINING (VET)

VET is education and training which orients student training and learning to their chosen vocation(s). It consists of VET units of competency taken from Industry Training Packages. The VET training is provided by a range of Registered Training Organisations (RTOs).

Students undertaking VET can have the units completed counted towards both an Industry Certificate and their SACE. A student who satisfactorily completes any VET units will obtain a Transcript of Achievement of results which are nationally recognised. So when students are enrolling in post secondary education through TAFE and/or Industry, the student will be given credit for the units completed, enabling the students to

- Enrol in higher level modules
- Achieve the program/award faster.

Students can earn up to 150 of the 200 credits required to complete the SACE, through recognised VET. The remaining 50 credits may be completed through subjects with a VET focus, provided the Personal Learning Plan, Research Project, Stage 1 Literacy and Stage 1 Numeracy requirements are also satisfied.

Students undertaking VET are able to remain at Cabra for most of the time, obtain their SACE, may qualify for University entry and obtain VET qualifications all at once. VET courses are run during school time, afterschool and some in the school holidays, for a full day or a half day, for a term, semester or a year.

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

Traineeships – some students undertake a traineeship through their employer, eg., Woolworths, Boost Juice, Hungry Jacks, McDonalds to name a few. Students may complete a full certificate whilst at school and having a part time job at one of these places. Students enter a contract of training with the workplace usually for two years. They are paid and need to work a minimum of 8 hours per week. The training may include on the job as well as training days with the organisation. Upon completion of the required hours and the designated competencies students will be awarded their certificate. The competencies can be counted towards the student's SACE.

Australian School Based Apprenticeships (ASBAs) - some students may begin an apprenticeship whilst they are still at school. This may involve the student being away from school on a regular basis – may be weekly, fortnightly, block time or a combination of these. Students enter a contract of training, once they leave school the ASBA converts to a full time apprenticeship. Any competencies students complete whilst at school count towards their SACE.

VET courses include – Automotive, Hospitality, Electro technology, Hairdressing, Community Services (Childcare), Animal Studies, Bar & Wine, Building, Construction, Furnishing, Fitness, Makeup, Interior Decoration and Design, Massage, Photography, Sport & Recreation, Tourism. There are many others available.
VET OFFERINGS AT CABRA 2016

Certificate II in Creative Industries (Media)  
Full Year - Available to Years 10-13  (SACE Credits at Stage 1)

The Certificate II in Creative Industries (Media) – Specialising in 3D Animation is designed to introduce students to the many career opportunities available for 3D artists, animators and designers. This course gives students an understanding of the creative potential of 3D animation software used in the games, film and visual effects industry.

**Students require high levels of communication and analytical skills for this course.**

If, at the end of the year, students wish to continue on with a Certificate III in Media, some of the competencies completed are able to be resulted under the Certificate III in Media and therefore can count for Stage 2 credits for SACE. This means a student could choose to receive a partial Certificate II in Creative Industries with Stage 1 credits and the start of Certificate III in Media with some Stage 2 credits.

If students choose NOT to continue with the Cert III in Media they will receive a full Certificate II in Creative Industries.

Certificate III in Media -  Full Year available to Years 11-13  
(SACE Credits at Stage 2)

The Certificate III in Media – specialising in game design, is designed to introduce students to the game design workflow in order to create a 3D playable game. This course is run with a focus on game design, giving students an understanding of the game development workflow and preparing them for a future in various digital interactive fields using the Unreal 4 game engine.

**Students require high levels of communication and analytical skills for this course.**

It is preferable if students have completed the Certificate II in Creative Industries (Media).

Certificate III in Tourism.  Some units from this qualification are available to students in Year 10 Japanese or Italian  (SACE Credits at Stage 1).

For further information and details please contact Mrs Tanya Sharkey, (VET Coordinator).
UNIVERSITY AND TAFE ENTRY

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses.

It also considers a variety of other qualifications and experiences in its entry and selection processes.

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry in 2017, students need to achieve 90 credits at Stage 2, including three 20-credit Stage 2 subjects. The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses.

Full details of university and TAFE entry requirements for 2016 onwards can be found in the Tertiary Entrance Booklet 2016, 2017, 2018, published by the South Australian Tertiary Admissions Centre. Go to the SATAC website for more information and examples of how this works www.satac.edu.au.

Students with disabilities

The SACE caters for students with special needs with special provisions. The SACE also offers a range of modified subjects as options for students with significant disabilities. Please contact the school if you need more information.

Course planner

You can download a course planner for the SACE at the SACE Board website. Follow the link below and scroll down to the 'For schools' section to find it.

www.sace.sa.edu.au

Further information

Visit the SACE Board website at www.sace.sa.edu.au for more information about the SACE.
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This table is only to illustrate related subject connections. These connections are not prescriptive.
Subjects not offered at Cabra may be able to be studied through external studies (e.g. Open Access College, School of Languages). See the External Studies Coordinator.
*New course documents in line with ACARA Senior curriculum which replaces previous SACE English and Literacy courses. To be taught in 2016-2017 consequently starting at Stage 1.
ENGLISH PATHWAYS at CABRA DOMINICAN COLLEGE

YEAR 10

(please note changes from 2016 onwards)

STAGE 1
(New ACARA courses implemented from 2016)

STAGE 2
(New ACARA courses implemented from 2017)

ENGLISH

ENGLISH LITERARY STUDIES

ENGLISH STUDIES (2016 only)
ENGLISH LITERARY STUDIES (2017)

ENGLISH COMMUNICATIONS (2016 only)
ENGLISH (2017)

NO ENGLISH SUBJECTS (2016)
(possible pathway)
ESSENTIAL ENGLISH (2017)

LITERACY

ESSENTIAL ENGLISH

(Please note changes from 2016 onwards)
HEALTH & PHYSICAL EDUCATION PATHWAYS
at CABRA DOMINICAN COLLEGE

YEAR 10

STAGE 1

STAGE 2

- PHYSICAL EDUCATION (SEMESTER OR FULL YEAR)
- PHYSICAL EDUCATION
- INTEGRATED LEARNING II (SPORT STUDIES)
- CHILD STUDIES
- FOOD & HOSPITALITY
- FOOD & HOSPITALITY
- INTEGRATED LEARNING I (FOOD STUDIES)
- NUTRITION (SEMESTER OR FULL YEAR)
- NUTRITION
- HEALTH

- HEALTH & PHYSICAL EDUCATION (A) (COMPULSORY) (S)
- HEALTH & PHYSICAL EDUCATION (B) (COMPULSORY) (S)
- HEALTH & PHYSICAL EDUCATION (ELECTIVE) (S)
MATHEMATICS PATHWAYS at CABRA DOMINICAN COLLEGE

YEAR 10

- MATHEMATICAL METHODS
- ELECTIVE
- MATHEMATICS 10A
  (Mathematics 10A is Optional)
- GENERAL MATHEMATICS
- ESSENTIAL MATHEMATICS

STAGE 1

- SPECIALIST MATHEMATICS
  UNIT 4
  (Must be studied with Mathematical Methods)
- MATHEMATICAL METHODS
  UNITS 1 + 2 + 3
- GENERAL MATHEMATICS
  Units 1 + 2
- ESSENTIAL MATHEMATICS
  Unit 1
  +
  Unit 2
  (Teacher recommendation required)
- ESSENTIAL MATHEMATICS
  Unit 1
  (only)

STAGE 2

- SPECIALIST MATHEMATICS
  UNITS 1 + 2
  (Must be studied with Mathematical Methods)
- MATHEMATICAL METHODS
  UNITS 1 + 2
- GENERAL MATHEMATICS
  Units 1 + 2
- ESSENTIAL MATHEMATICS
  UNITS 1 + 2
- NO MATHEMATICS

NB. * Possible pathway based on teacher recommendation.
If uncertain, students are advised to discuss their pathways with the Mathematics Coordinator/Subject Teacher.

A “C” grade or better in one semester of Maths is necessary to fulfil the Numeracy requirement for SACE.
One 10 credit unit is compulsory.
SCIENCE PATHWAYS at CABRA DOMINICAN COLLEGE

YEAR 10

SCIENCE LEVEL 1

Level 1 Mathematics

STAGE 1

PHYSICS

CHEMISTRY

BIOLOGY

PSYCHOLOGY

NUTRITION

SCIENTIFIC STUDIES

NO SCIENCE SUBJECTS

STAGE 2

PHYSICS

CHEMISTRY

BIOLOGY

PSYCHOLOGY

NUTRITION

SCIENTIFIC STUDIES

NO SCIENCE SUBJECTS
ANCIENT STUDIES

CONTACT TEACHER (S)  
David McManus/Greg Way

PREFERRED BACKGROUND  
Refer ‘Essential Reading’ Page 3

LENGTH/CREDIT  
Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?

In Ancient Studies and Classical Studies students learn about the history, literature, society and culture of ancient civilisations, which may include Asia–Australia, the Americas, Europe and Western Asia, and the classical civilisations of Greece and Rome.

Students draw on many other fields of study including architecture, politics, religion and geography. The study of Ancient Studies and Classical Studies enables students to consider environmental, social, economic, religious, cultural, and aesthetic factors that shape societies and provide personal and shared identity.

The focus capabilities for this subject are citizenship, communication, and learning.

This subject consists of a study of at least two ancient societies or cultures.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- Knowledge and understanding of selected ideas, individuals, groups, institutions, social systems, events and artifacts of the ancient world
- How to analyse archeological and historical sources, both primary and secondary
- Skills of historical literacy
- An understanding of how the long heritage based on civilizations of the past offers opportunities to explore the universality and diversity of human experience
- How to recognise and reflect on the diversity of attitudes, beliefs and values in the ancient world
- How to communicate informed and relevant arguments using subject-specific language and conventions.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types:

- Folio
- Source Analysis
- Special Study

THIS SUBJECT LEADS TO:  
Stage 2 Modern History
BIOLOGY

CONTACT TEACHER (S)  Tanya Sharkey/Ed Lang

PREFERRED BACKGROUND  Refer 'Essential Reading' Page 3
A, B or high C grade in Year 10 Science

LENGTH/CREDIT  Semester (10 Credit Points) or Full Year (20 Credit Points)

WHAT IS THIS SUBJECT ABOUT?
Students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

The focus capabilities for this subject are communication and learning.

Areas of study include:
- Cellular Biology
- Ecology
- Physiology

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- Manipulate apparatus and record observations in biological experiments
- Design investigations to test biological hypotheses
- Obtain information about biology from a variety of sources and analyse data
- Demonstrate knowledge and understanding of biological concepts
- Develop solutions to biological problems
- Use knowledge of biology to make informed personal, social and environmental decisions
- Communicate ideas and reasoning, using biological terms and conventions.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Investigations Folio
- Skills and Applications Tasks

THIS SUBJECT LEADS TO:  Stage 2 Biology
Stage 2 Scientific Studies

(If hoping to do Stage 2 Biology it would be preferable to complete both semester units.)
BUSINESS AND ENTERPRISE

CONTACT TEACHER (S) Maria Zuni/Greg Way

PREFERRED BACKGROUND Refer ‘Essential Reading’ Page 3

LENGTH/CREDIT Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally.

Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment.

The focus capabilities for this subject are communication, citizenship, and learning.

Topics:
- Introduction to Business and Enterprise (Core)
- Establishing a Business
- Employment Relations
- Financial Planning and Management
- Marketing

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- Knowledge of the nature, role, structure, functions and operations of business and enterprise
- How to communicate in ways suitable for the business environment with business language and ICTs
- An awareness and understanding of current influences on the operation of business and consideration of ethics and environmental consequences in business
- How to apply relevant business ideas, practices, and concepts such as business planning, product development, financial management, and marketing.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types:
- Folio
- Practical
- Issues Study

THIS SUBJECT LEADS TO: Stage 2 Business and Enterprise
CHEMISTRY

CONTACT TEACHER (S)  Catherine O’Halloran/Philip Lamb

PREFERRED BACKGROUND  Refer ‘Essential Reading’ Page 3
A, B or high C grade in Year 10 Science

LENGTH/CREDIT  Semester (10 Credit Points) or Full Year (20 Credit Points)
**  Students must do both semesters if intending to do Chemistry in Stage 2

WHAT IS THIS SUBJECT ABOUT?
The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes. Students consider how human beings make use of the earth’s resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

Semester 1: Areas of study include:
- Atomic Structure and The Periodic Table
- Organic Chemistry
- Types of Chemical Bonding (Metallic, Ionic and Covalent)

Semester 2: Areas of study include:
- Acids and Bases
- Gases and the Atmosphere
- Electrochemistry

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- How to demonstrate and apply knowledge and understanding of chemical concepts and interrelationships
- How to formulate questions, manipulate apparatus, record observations in practical chemical activities, and design and undertake chemistry investigations
- An understanding of how knowledge of chemistry can be used to make informed conclusions or decisions, taking into account social and environmental contexts
- How to solve problems in chemistry, in new or familiar contexts
- How to critically analyse and evaluate procedures and chemical information from a variety of sources
- How to communicate in a variety of forms, using appropriate chemical terms and conventions.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Investigations Folio
- Skills and Applications Tasks

THIS SUBJECT LEADS TO:  Stage 2 Chemistry, Stage 2 Biology,
Stage 2 Scientific Studies
COMMUNITY STUDIES

CONTACT TEACHER (S) Cheryl Webber

PREFERRED BACKGROUND Refer ‘Essential Reading’ Page 3

LENGTH / CREDIT Semester (10 Credit Points) or Full Year (20 Credit Points)

WHAT IS THIS SUBJECT ABOUT?
Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment. Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

The focus capabilities for this subject are communication and citizenship.

Students prepare a contract of work to develop a community activity from any of the following 6 areas of study:

- Arts and the Community
- Communication and the Community
- Environment and the Community
- Science, Technology and the Community
- Health, Recreation, and the Community
- Work and the Community.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:

- Contract of Work
- Folio
- Community Activity
- Reflection

THIS SUBJECT LEADS TO: Stage 2 Flexible Learning
Workplace Practices
Integrated Learning
Research Project A or B

(Note: Stage 2 Community Studies is NOT Tertiary Admission Subjects)
DRAMA

CONTACT TEACHER (S)  
Tess O’Callaghan

PREFERRED BACKGROUND  
Refer ‘Essential Reading’ Page 3

LENGTH / CREDIT  
Semester (10 Credit Points) or Full Year (20 Credit Points)

WHAT IS THIS SUBJECT ABOUT?

In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

The focus capabilities for this subject are communication, citizenship, personal development and learning.

Stage 1 Drama consists of the following three areas of study.
- Presentation of Dramatic Works
- Dramatic Theory and Practice
- Individual Investigation and Presentation.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- Skills and techniques related to on-stage roles and/or off-stage roles
- How to conceive, create, develop, interpret, and express dramatic works
- How to demonstrate and communicate knowledge and understanding of the theories, skills, techniques, and technologies of drama
- How to respond to performed drama and dramatic texts in a reflective manner
- Knowledge and understanding of a range of dramatic roles, their interdependence, and their impact on an audience
- How to select, analyse, and interpret information, concepts, and ideas for dramatic purposes
- How to communicate dramatic ideas to an audience through a variety of modes and methods.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types:
- Performance
- Folio
- Investigation and Presentation

THIS SUBJECT LEADS TO:  
Stage 2 Drama
CONTACT TEACHER (S)  Neil Hayford/Greg Way

PREFERRED BACKGROUND  Refer 'Essential Reading' Page 3

LENGTH / CREDIT  Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?
Students learn how an economy operates, the structure of economic systems and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people’s needs and wants. They become aware that economic decisions are not value-free and have outcomes that may be inconsistent with social, moral, and ethical values.

Students research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings.

Students will study three topics from the following:
• The Economic Problem
• Economic Systems
• The Market Economy
• Government Involvement in the Market Economy
• The Circular Flow of Income
• Economic Thinkers
• Trade in a Global Economy
• Price Stability
• Economic Development
• Poverty and Inequality
• Employment and Unemployment
• Teacher-developed Topic.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
• knowledge and understanding of economic concepts, principles, models, and skills
• understanding of the effects of economic interdependence on individuals, communities, business, and governments locally, nationally, and globally
• appreciation that economic decisions involve costs and benefits

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
• Skills and Applications Tasks
• Folio
• Issues Study

THIS SUBJECT LEADS TO: Stage 2 Economics
ENGLISH
(Previously called Pre-Communications: Language)

NB: This course is yet to be ratified by the SACE Board and may incur changes after July 2015

CONTACT TEACHER (S)  Francesca Sutton

PREFERRED BACKGROUND  Refer 'Essential Reading' Page 3

LENGTH / CREDIT  Full Year (20 Credit Points)

WHAT IS THIS SUBJECT ABOUT?

This Subject leads to English at Stage 2. There is an emphasis on responding to texts, creating texts and an Intertextual study. Students critically and creatively engage with a variety of text types including novels, film, media, poetry and drama.

In Stage 1 English students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes, with a particular focus on the skills required for Stage 2 English.

Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20 credits (two semesters) of this subject meet the literacy requirement.

The focus capabilities are Literacy, Numeracy, Information and Communication Technology, Critical and Creative thinking, Personal and social capability, Ethical Understanding, Intercultural Understanding.

RESPONDING TO TEXTS

Students explore a range of texts including Australian texts composed for different purposes and in a range of forms and make connections. They develop and demonstrate their understanding of how authors communicate and use examples of these texts to compose and produce their own analysis reflecting on the language and stylistic features chosen to create a text. Responses may be written, oral or multimodal.

CREATING TEXTS

Students create imaginative, interpretive and or persuasive texts for different purposes, contexts and audiences. Students provide evidence of the extent and quality of their learning by producing their own texts in written, oral and/or multimodal form. In creating their own texts, students aim to achieve a level of precision, fluency and coherence appropriate for the audience and context.

(continued next page)
ENGLISH continued
(Previously called Pre-Communications: Language)

INTERTEXTUAL STUDY (One per semester)

Connected Text Study: (Different text types):
Students respond to an Investigation of language features in more than one text such as articles, speeches, blogs, and websites about a similar idea designed to meet the needs of the audience.

Connected Text Study (Same text type):
Students respond to the study of two or more texts types. Students investigate common ideas, perspectives and/ or voices that provide different points of view for different audiences.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:

- Assessment Type 1: Responding to Texts 30%
- Assessment Type 2: Creating Texts 40%
- Writing under supervision task (Creating texts)
- Assessment Type 3: Intertextual Study 30%

(Percentages are approximate and subject to change: Major focus will be on the Creation of texts)

Written, Oral and Multimodal texts will be used to demonstrate learning in these assessment tasks.

THIS SUBJECT LEADS TO: Stage 2 English
Stage 2 Essential English (Subject to approval)
ENGLISH (Pre-Literary Studies)

NB: This course is yet to be ratified by the SACE board and may incur changes after July 2015

CONTACT TEACHER (S)     Francesca Sutton

PREFERRED BACKGROUND     Refer ‘Essential Reading’ Page 3

LENGTH/CREDIT           Full Year (20 Credit Points)

WHAT IS THIS SUBJECT ABOUT?
This Subject leads to both English and English Literary Studies at Stage 2. There is an emphasis on responding to texts, creating texts and Intertextual studies. Students critically and creatively engage with a variety of text types including novels, film, media, poetry and drama.

In Stage 1 English students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes, with a particular focus on the skills required for Stage 2 English Literary Studies.

Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20 credits (two semesters) of this subject meet the literacy requirement.

The focus capabilities are Literacy, Numeracy, Information and Communication Technology, Critical and Creative thinking, Personal and social capability, Ethical Understanding and Intercultural Understanding.

RESPONDING TO TEXTS
Students create imaginative, interpretive and or persuasive texts for different purposes, contexts and audiences. Students consider examine and respond to ways in which the authors, readers and viewers of texts including Australian texts, use language and stylistic features to make meaning and influence opinions. Responses may be written, oral or multimodal.

CREATING TEXTS
Students provide evidence of the extent and quality of their learning by producing their own texts in written, oral and/or multimodal form. In creating their own texts, students aim to achieve a level of precision, fluency and coherence appropriate for the audience and context. They will also support some of their creations with writer’s statements to explain their textual choices.

(continued next page)
INTERTEXTUAL STUDY (One per Semester)

**Comparative text (Response to text):** Two or more text types (Poetry) covering the same ideas using different language and stylistic features of that text type. Students provide similarity and difference between the points of view and analysis of the way the author(s) engage specific audiences.

**Comparative Text Study (Response to Text):** A study of two texts with common ideas, perspectives and voices that provide different points of view. Students work with a minimum of two texts that are connected by a similarity and/or difference.

The Intertextual Study can be written, oral, or multimodal, or a combination of these modes. However: Written format will be encouraged at this level for students wishing to pursue Stage 2 English Literary Studies.

**HOW WILL I BE ASSESSED?**
Assessment at Stage 1 is school based. Assessment includes a 1 ½ hour examination (Responding to texts) and the following assessment types:

- Assessment Type 1: Responding to Texts (50%)
- Assessment Type 2: Creating Texts (20%)
- Assessment Type 3: Intertextual Study (30%)

(Percentages are approximate and subject to change: Major focus will be on the responding to texts)

Students **must successfully complete** Oral, Multimodal presentations and written responses in their assessment

**THIS SUBJECT LEADS TO:**
Stage 2 English Literary Studies, Stage 2 English or Stage 2 Essential English (Subject to approval)
ESSENTIAL ENGLISH
(Replaces Literacy work and the Community Life)

NB: This course is yet to be ratified by the SACE board and may incur changes after July 2015

CONTACT TEACHER (S)  Francesca Sutton

PREFERRED BACKGROUND  Refer to 'Essential Reading' Page 3

LENGTH / CREDIT  Full year (20 Credit Points)

WHAT IS THIS SUBJECT ABOUT?

This subject is designed for:
1) students who are seeking to meet the SACE literacy requirement
2) an English Language development focus for students who are new arrivals in Australia
3) students who are planning to pursue a career in a range of trades or vocational pathways.

There is an emphasis on communication, comprehension, analysis and text creation. Essential English enables students to build their knowledge of the English language, and expand their literacy skills.

Essential English engages students in the study of everyday written, spoken, visual, and multimedia texts. Students respond to and create texts in and for a range of personal, social, cultural and/or workplace contexts. Essential English provides opportunities for students to create oral, written and/or multimodal texts appropriate for purpose, and audience in a variety of contexts.

This subject provides opportunities for students to gain additional literacy support for their studies and future pathways. Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.

Content for Study
- Responding to Texts
- Creating Texts

This course will be designed around the way students use language to establish and maintain connections with people in different contexts. The specific contexts chosen for study may be social, cultural, community, workplace, and/or imagined. Teachers work with students to support the achievement of their goals.

Responding to texts
Students read and view a wide range of texts. They then locate and extract evidence, developing strategies for collecting and processing this information. They examine, identify and respond to how language is used in a variety of contexts and how it is composed for different purposes audiences and contexts to communicate meaning and /or influence opinion.

Creating texts
Through examining the links between language and the context in which texts are produced, students are supported to create their own texts.

Students develop their skills in using appropriate vocabulary, accurate spelling, punctuation and grammar to enable effective communication. They create a range of texts using appropriate language features, content and mediums for different purposes, audiences and contexts which include the use of digital technologies.
ESSENTIAL ENGLISH continued
(Replaces Literacy work and the Community Life)

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:

- Communication
- Comprehension
- Analysis
- Application

Students **must successfully complete** at least two Oral or Multimodal presentations and at least two pieces in written format.

**THIS SUBJECT MAY LEAD TO:** Stage 2 Essential English
(This subject is yet to be approved for 2017).

Please speak to the contact teacher for further information.
FOOD AND HOSPITALITY

CONTACT TEACHER (S)  
Ros Patterson/Kathryn Hall

PREFERRED BACKGROUND  
Year 10 Level Home Economics  
An interest in food

LENGTH/CREDIT  
Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

The focus capabilities for this subject are communication, learning, or work.

Students study topics within one or more of the following three areas of study:
- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Careers

Note: Some out-of-school hours activity is involved and a high degree of commitment to teamwork is required. Food preparation is a part of the course but not the major component.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- Knowledge, practical and problem-solving skills to perform a range of practical tasks in food and hospitality, in an individual or collaborative context
- How to make informed decisions about and reflect on contemporary issues related to the food and hospitality industry
- How to select and use appropriate technology to prepare and serve food, applying safe food-handling practices
- Contemporary issues related to the food and hospitality industry or to food and hospitality in family and community settings
- The preparation and presentation of various health-promoting enterprise experiences
- The use of language and communication technologies relevant to food and hospitality in family and community settings.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types:
- Practical Activity
- Group Activity

THIS SUBJECT LEADS TO:  
Stage 2 Food and Hospitality  
Stage 2 Child Studies
GEOGRAPHY

CONTACT TEACHER (S)     Greg Way

PREFERRED BACKGROUND  Refer ‘Essential Reading’ Page 3

LENGTH / CREDIT     Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?
The discipline of geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning. Through the study of Geography, students develop an understanding of the spatial interrelationships of people, places, and environments. They develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities, challenges, and constraints of different locations.

The focus capabilities for this subject are citizenship, learning, and work.

Students study topics within four key themes:
- Key Theme 1: Location and Distribution
- Key Theme 2: Natural Environments at Risk
- Key Theme 3: People, Resources, and Development
- Key Theme 4: Issues for Geographers

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- knowledge and understanding of geographical concepts
- knowledge and understanding of the economic, social, natural, and /or built characteristics of the place in which they live and other places with which they are linked
- geographical and inquiry skills, including the use of spatial technologies (GIS) to identify and examine geographical features and issues
- spatial patterns and processes that operate in physical and human environments
- the interactions and interdependence of people and environments at local, national, and global levels
- different views on geographical issues, from social justice, sustainability, and economic perspectives
- how to communicate geographical information as appropriate.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Skills and Applications Tasks
- Inquiry
- Fieldwork
- Investigation

THIS SUBJECT LEADS TO:     Stage 2 Geography
                            Stage 2 Tourism
HISTORY

CONTACT TEACHER (S)  David McManus/Greg Way

PREFERRED BACKGROUND  Refer 'Essential Reading' Page 3

LENGTH / CREDIT  Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?
The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

The focus capabilities for these subjects are communication, citizenship, personal development, learning, and work.

This subject consists of:
- Skills of historical inquiry
- A minimum of two historical studies

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- How particular societies in selected periods and places have been shaped by both internal and external forces since 1700
- Significant developments including; The Agricultural Revolution, The Industrial Revolution, Imperialism, Colonialism, Nationalism, Socialism, the American War for Independence, 19th Century Nationalism, etc.
- How to identify and explain historical concepts
- Skills in historical inquiry
- How to analyse and evaluate sources
- How to understand and appreciate the role of particular individuals and groups in history
- How to communicate informed and relevant arguments using subject-specific language and conventions.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Folio
- Source Analysis
- Investigations

THIS SUBJECT LEADS TO:  Stage 2 Modern History
  Stage 2 Legal Studies
INFORMATION PROCESSING AND PUBLISHING

CONTACT TEACHER (S)  Charlotte Hejka/Ann-Maree Davies

PREFERRED BACKGROUND  Refer ‘Essential Reading’ Page 3

LENGTH / CREDIT  Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?

Information Processing and Publishing focuses on the use of technology to design and implement information-processing solutions. The subject emphasises the acquisition and development of practical skills in identifying, choosing, and using the appropriate computer hardware and software for communicating in a range of contexts. It focuses on the application of practical skills to provide creative solutions to text-based communication tasks.


WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

This subject provides students with practical skills-based learning and opportunities to develop an appreciation of the current issues that relate to the processing, management, and communication of text-based information, and to assess their impact on individuals, organisations, and society.

Students are encouraged to adopt an enterprising approach to design. This involves developing innovative and creative design solutions that can be used to communicate information or develop promotional options for products and services.

In this subject, students learn how to:
1. Select and use appropriate hardware and software
2. Apply manipulative skills to produce text-based information
3. Apply acquired skills to produce text-based information
4. Apply the design process and layout principles to text-based tasks
5. Evaluate a text-based product and the design process
6. Analyse and evaluate the impact of social and/or ethical issues related to information-processing and publishing technologies.

HOW WILL IT BE ASSESSED?

Assessment at Stage 1 is a combination of school (70%) and external (30%) assessment, with the following assessment types:

- Folio:  Practical Skills
- Issues:  Analysis: consisting of written tasks
- Project:  Product and Documentation

THIS SUBJECT LEADS TO:  Stage 2 Information Processing and Publishing
INFORMATION TECHNOLOGY

CONTACT TEACHER (S)  Charlotte Hejka/Ann Maree-Davies

PREFERRED BACKGROUND  Refer ‘Essential Reading’ Page 3. Strong problem-solving skills and competent level of Mathematics is preferable.

LENGTH / CREDIT  Semester (10 Credit Points) or Full Year (20 Credit Points) (Highly recommended for entry to Stage 2 Information Technology)

WHAT IS THIS SUBJECT ABOUT?
Students investigate existing information technology systems to discover their nature and components. They develop a range of information technology skills and techniques while creating their own systems that can be tested and evaluated. They develop and apply specialised skills and techniques in the use of database management systems and program development in a number of information technology areas, including multimedia, applications and websites. Thus, students transition from being ICT users to becoming ICT developers.

The focus capabilities for this subject are citizenship, learning, communication, and work.

Stage 1 Information Technology is based on two of the following six topics each semester:
- Topic 1: Computer Systems
- Topic 2: Relational Databases
- Topic 3: Application Programming
- Topic 4: Multimedia Programming
- Topic 5: Website Programming
- Topic 6: Dynamic Websites.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- How to become a competent high-level user and developer of information technology systems, including databases, applications and websites
- How to use a cyclic problem-solving approach
- Skills of independent learning in an information technology environment
- An understanding of how information technology systems affect the learning of individuals, organisations, and communities.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Folio
- Skills and Applications Tasks
- Project

THIS SUBJECT LEADS TO:  Stage 2 Information Technology
ITALIAN Continuers

CONTACT TEACHER (S)  
Ian Carmichael/Elena Guastella

PREFERRED BACKGROUND  
3 previous years of study in Italian  
High achievement in Year 10 Italian is desirable  
Refer ‘Essential Reading’ Page 3

LENGTH / CREDIT  
Full Year (20 Credit Points)

WHAT IS THIS SUBJECT ABOUT?
Stage 1 Italian at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:
- The Individual
- The Italian-speaking Communities
- The Changing World.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:
- Interact with others to exchange information, ideas, opinions, and experiences in Italian
- Create texts in Italian to express information, feelings, ideas, and opinions
- Analyse texts that are in Italian to interpret meaning
- Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Interaction
- Text Production
- Text Analysis
- Investigations

THIS SUBJECT LEADS TO:  
Stage 2 Italian (Continuers)
JAPANESE Continuers

CONTACT TEACHER (S)  
Ian Carmichael/Carey Murray

PREFERRED BACKGROUND  
3 previous years of study in Japanese  
A high achievement in Year 10 Japanese is desirable  
Refer ‘Essential Reading’ Page 3

LENGTH / CREDIT  
Full year (20 Credit Points)

WHAT IS THIS SUBJECT ABOUT?  
Stage 1 Japanese at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:
- The Individual
- The Japanese-speaking Communities
- The Changing World.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?  
In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:
- Interact with others to exchange information, ideas, opinions, and experiences in Japanese
- Create texts in Japanese to express information, feelings, ideas, and opinions
- Analyse texts that are in Italian to interpret meaning
- Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

HOW WILL I BE ASSESSED?  
Assessment at Stage 1 is school based, with the following assessment types:
- Interaction
- Text Production
- Text Analysis
- Investigations

THIS SUBJECT LEADS TO:  
Stage 2 Japanese (Continuers)
LEGAL STUDIES

CONTACT TEACHER (S) Paula Hensing/Greg Way

PREFERRED BACKGROUND Refer to Essential Reading - Page 3 of Handbook

LENGTH / CREDIT Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?

Legal Studies explores Australia’s legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

The focus capabilities for this subject are citizenship, personal development and learning.

This subject consists of Topic 1: Law and Society and two of the following topics:
- Topic 1: Law and Society
- Topic 2: People, Structures, and Processes
- Topic 3: Law-making
- Topic 4: Justice and Society
- Topic 5: Young People and the Law
- Topic 6: Victims and the Law
- Topic 7: Motorists and the Law
- Topic 8: Young Workers and the Law
- Topic 9: Relationships and the Law

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- To understand the legal rights and responsibilities of individuals and groups in Australian society
- The values inherent in the Australian legal system
- Knowledge and understanding of different sources of law in the Australian legal system
- How the legal system responds to cultural diversity
- The nature and operation of aspects of the legal system in Australia
- Inquiry skills through accessing and using aspects of the legal system
- How to communicate informed observations and opinions on contemporary legal issues and debates using legal terminology.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types:
- Folio – assessment in this type could include: oral presentations, debates, essays, tests or examinations
- Issues Study – in-depth inquiry into a current legal issue
- Presentation - assessment in this type could include: poster, PowerPoint presentation or mock trial

THIS SUBJECT LEADS TO: Stage 2 Legal Studies
Stage 2 Tourism
Stage 2 Geography
MATERIAL PRODUCTS (WOOD)

CONTACT TEACHER (S)  Antonine Stagg/Andrew Patupas

PREFERRED BACKGROUND  Year 10 Material Products (Furniture Construction)

LENGTH / CREDIT  Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?
Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products. Students learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

The focus **capabilities** for this subject are personal development, work, and learning.

This subject involves the students making a bedside cabinet using veneered particle board and designing a door and or drawer to fit the cabinet.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- Working properties and characteristics of manufactured sheet material and solid timber
- Marking and measuring skills
- Computer aided drawing skills
- Safe and appropriate use of a range of portable and fixed power tools associated with woodwork
- Design and problem solving skills
- Use of a range of fasteners and hinges
- Assembly and finishing techniques associated with timber
- How to analyse the usefulness of mass produced furniture.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Skills and Applications Tasks
- Folio
- Product

THIS SUBJECT LEADS TO:  Stage 2 Design & Technology Material Products
MATERIAL PRODUCTS (METALS)

CONTACT TEACHER (S)  Antonine Stagg/Andrew Patupas

PREFERRED BACKGROUND  Year 10 Material Products (Metals Engineering)

LENGTH / CREDIT  Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?
Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products. Students learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

The focus capabilities for this subject are personal development, work, and learning.

This subject involves the students undertaking and developing a range of Gas Welding, Metal Inert Gas Welding and Arc Welding skills. Students will also undertake a range of design activities and design an individual project which they will then manufacture. The ability to analyse and critique mass produced metal products will also be taught.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- Working properties and characteristics of a range of metals
- Fusion and Braze Welding skills
- MIG Welding skills
- Arc Welding skills
- Assembly and fabrication techniques
- Safe and appropriated use of portable and fixed power tools associated with welding
- Design and problem solving skills
- Computer aided drawing skills
- Ability to analyse and critique commercially produced products made from metal.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Skills and Applications Tasks
- Folio
- Product

THIS SUBJECT LEADS TO:  Stage 2 Design & Technology Material Products
GENERAL MATHEMATICS (UNIT 1)

CONTACT TEACHER (S) Isabel Heath

PREFERRED BACKGROUND Competent level of mastery in Year 10 Mathematical Applications. Refer 'Essential Reading' Page 3

LENGTH / CREDIT Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?
General Mathematics students’ mathematical skills are applied to practical problem solving. A problems-based approach is fundamental to the development of mathematical models and the enhancement of key ideas in the topics. Personal finance, measurement and trigonometry, statistical investigation, modelling linear and non-linear functions, matrices and networks are studied in General Mathematics. Students apply their mathematical learning in a variety of theoretical and practical contexts.

The focus capabilities for this subject are literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

General Mathematics Unit 1 may consist of the following topics:
- Investing and Borrowing
- Measurement
- Univariate Data Analysis and the Statistical Investigation Process.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- Understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques.
- Investigate and analyse mathematical information in a variety of contexts
- Recognize and apply the mathematical techniques needed when analysing and finding a solution to a problem, including the forming and testing of conjectures.
- Interpret results, draw conclusions, and determine the reasonableness of solutions in context
- Make discerning use of technology
- Communicate mathematically and present mathematical information in a variety of ways.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Skills and Applications Tasks
- Mathematical Investigation

THIS SUBJECT LEADS TO: Stage 2 General Mathematics Units 1 & 2 provided both Stage 1, Units 1 & 2 are successfully completed. (Teacher recommendation required)

Please note this course is currently in draft form pending ratification by the SACE Board, July 2015
GENERAL MATHEMATICS (UNIT 2)

CONTACT TEACHER (S) Isabel Heath

PREFERRED BACKGROUND Competent level of mastery in Year 10 Mathematical Applications
Refer 'Essential Reading' Page 3

LENGTH / CREDIT Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?
General Mathematics students' mathematical skills are applied to practical problem solving. A problems-based approach is fundamental to the development of mathematical models and the enhancement of key ideas in the topics. Personal finance, measurement and trigonometry, statistical investigation, modelling linear and non-linear functions, matrices and networks are studied in General Mathematics. Students apply their mathematical learning in a variety of theoretical and practical contexts.

The focus capabilities for this subject are literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

General Mathematics Unit 2 may consist of the following topics:
- Applications of Trigonometry
- Linear Functions and their Graphs
- Matrices and Networks

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- Understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques.
- Investigate and analyse mathematical information in a variety of contexts
- Recognize and apply the mathematical techniques needed when analysing and finding a solution to a problem, including the forming and testing of conjectures.
- Interpret results, draw conclusions, and determine the reasonableness of solutions in context
- Make discerning use of technology
- Communicate mathematically and present mathematical information in a variety of ways.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Skills and Applications Tasks
- Mathematical Investigation

THIS SUBJECT LEADS TO: Stage 2 General Mathematics Units 1 & 2 provided both Unit 1 and Unit 2 are successfully completed. (Teacher recommendation required)

Please note this course is currently in draft form pending ratification by the SACE Board, July 2015
MATHEMATICAL METHODS (UNIT 1)

CONTACT TEACHER (S) Isabel Heath

PREFERRED BACKGROUND Competent level of mastery in Year 10 Level 1 Mathematics
Refer ‘Essential Reading’ Page 3

LENGTH / CREDIT Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?
Mathematical Methods introduces and further develops student understanding of calculus and statistics. A greater understanding of the physical world is embraced by the use of functions, their derivatives and integral. The use of statistics enables students to describe and analyse phenomena that involve variation and uncertainty.

The focus capabilities for this subject are literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

Mathematical Methods – Unit 1 may consist of the following topics:
- Functions and Graphs
- Trigonometry
- Counting and Statistics

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- Understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques.
- Investigate and analyse mathematical information in a variety of contexts
- Think mathematically by posing questions and solving problems, including making and testing conjectures.
- Interpret results, draw conclusions, and determine the reasonableness of solutions in context
- Make discerning use of technology
- Communicate mathematically and present mathematical information in a variety of ways.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Skills and Applications Tasks
- Mathematical Investigation

THIS SUBJECT LEADS TO: Competent level of mastery in Stage 1 Mathematical Methods
Units 1 & 2 leads to
Stage 2 Mathematical Methods Units 1 & 2

Please note this course is currently in draft form pending ratification by the SACE Board, July 2015
MATHEMATICAL METHODS (UNIT 2)

CONTACT TEACHER (S) Isabel Heath

PREFERRED BACKGROUND Competent level of mastery in Year 10 Level 1 Mathematics
Refer ‘Essential Reading’ Page 3

LENGTH / CREDIT Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?

Mathematical Methods introduces and further develops student understanding of calculus and statistics. A greater understanding of the physical world is embraced by the use of functions, their derivatives and integral. The use of statistics enables students to describe and analyse phenomena that involve variation and uncertainty.

The focus capabilities for this subject are literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

Mathematical Methods Unit 2 may consist of the following topics:
- Introduction to Differential Calculus
- Growth and Decay
- Arithmetic and Geometric Sequences and Series

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- Understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques.
- Investigate and analyse mathematical information in a variety of contexts
- Think mathematically by posing questions and solving problems, including making and testing conjectures.
- Interpret results, draw conclusions, and determine the reasonableness of solutions in context
- Make discerning use of technology
- Communicate mathematically and present mathematical information in a variety of ways.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types:
- Skills and Applications Tasks
- Mathematical Investigation

THIS SUBJECT LEADS TO: Competent level of mastery in Stage 1 Mathematical Methods
Units 1 & 2 leads to Stage 2 Mathematical Methods

Please note this course is currently in draft form pending ratification by the SACE Board, July 2015
MATHEMATICAL METHODS (UNIT 3)

CONTACT TEACHER (S) Isabel Heath

PREFERRED BACKGROUND High level of mastery in Year 10 Level 1 Mathematics

Refer ‘Essential Reading’ Page 3

LENGTH / CREDIT Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?
Specialist mathematics utilises and deepens students' mathematical knowledge, skills, and understandings and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus and demonstrates their application in a variety of contexts. It is designed to be studied in conjunction with Mathematical Methods.

The focus capabilities for this subject are literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

Mathematical Methods Unit 3 may contain the following topics:

- Matrices
- Real and Complex Numbers
- Polynomials

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- Understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques.
- Investigate and analyse mathematical information in a variety of contexts
- Think mathematically by posing questions and solving problems, including making and testing conjectures.
- Interpret results, draw conclusions, and determine the reasonableness of solutions in context
- Make discerning use of technology
- Communicate mathematically and present mathematical information in a variety of ways.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types:

- Skills and Applications Tasks
- Mathematical Investigation

THIS SUBJECT LEADS TO: A high level of mastery in Stage 1 Specialist Mathematics, Unit 1, 2 & 3 leads to Stage 2 Specialist Mathematics in conjunction with Stage 2 Mathematical Methods.

Please note this course is currently in draft form pending ratification by the SACE Board, July 2015
SPECIALIST MATHEMATICS (UNIT 4)

CONTACT TEACHER (S)  Isabel Heath

PREFERRED BACKGROUND  Competent level of mastery in Year 10 Level 1 Mathematics

Refer 'Essential Reading' Page 3

LENGTH / CREDIT  Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?
Specialist mathematics utilises and deepens students’ mathematical knowledge, skills, and understandings and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus and demonstrates their application in a variety of contexts. It is designed to be studied in conjunction with Mathematical Methods.

The focus capabilities for this subject are literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

Stage 1 Specialist Mathematics – Unit 4 may consist of the following topics:
- Geometry
- Further Trigonometry
- Vectors in a Plane

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- Understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques.
- Investigate and analyse mathematical information in a variety of contexts
- Think mathematically by posing questions and solving problems, including making and testing conjectures.
- Interpret results, draw conclusions, and determine the reasonableness of solutions in context
- Make discerning use of technology
- Communicate mathematically and present mathematical information in a variety of ways.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Skills and Applications Tasks
- Mathematical Investigation

THIS SUBJECT LEADS TO:  A high level of mastery in Stage 1 Specialist Mathematics, Unit 4 leads to Stage 2 Specialist Mathematics in conjunction with Stage 2 Mathematical Methods.

Please note this course is currently in draft form pending ratification by the SACE Board, July 2015
ESSENTIAL MATHEMATICS (UNIT 1)

CONTACT TEACHER (S) Isabel Heath

PREFERRED BACKGROUND Year 10 Numeracy
Refer 'Essential Reading' Page 3

LENGTH / CREDIT Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?

Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students apply their knowledge to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. There is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

The focus capabilities for this subject are literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

Stage 1 Essential Mathematics – Unit 1 may consist of the following topics:
- Calculations, Time, and Ratio
- Earning and Spending
- Measurement

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- Understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques.
- Develop skills in gathering, representing, analysing, and interpreting data relevant to everyday situations in a variety of contexts.
- Use numeracy skills to investigate and solve practical problems in familiar and some unfamiliar everyday contexts.
- Interpret results, draw conclusions, and reflect on the reasonableness of solutions in context.
- Make discerning use of technology
- Communicate mathematically and present mathematical information in a variety of ways.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types:
- Skills and Applications Tasks
- Mathematical Investigation

THIS SUBJECT LEADS TO: Competent level of mastery in Stage 1 Essential Mathematics Units 1 and 2 leads to Stage 2 Essential Mathematics 1 & 2

Please note this course is currently in draft form pending ratification by the SACE Board, July 2015
ESSENTIAL MATHEMATICS (UNIT 2)

CONTACT TEACHER (S) Isabel Heath

PREFERRED BACKGROUND Year 10 Mathematical Applications
Teacher recommendation only - Year 10 Numeracy
Refer 'Essential Reading' Page 3

LENGTH / CREDIT Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?

Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students apply their knowledge to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. There is an emphasis on developing students’ computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

The focus capabilities for this subject are literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

Stage 1 Essential Mathematics – Unit 2 may consist of the following topics:
- Geometry
- Data in Context
- Investing

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- Understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques.
- Develop skills in gathering, representing, analysing, and interpreting data relevant to everyday situations in a variety of contexts.
- Use numeracy skills to investigate and solve practical problems in familiar and some unfamiliar everyday contexts.
- Interpret results, draw conclusions, and reflect on the reasonableness of solutions in context.
- Make discerning use of technology
- Communicate mathematically and present mathematical information in a variety of ways.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types:
- Skills and Applications Tasks
- Mathematical Investigation

THIS SUBJECT LEADS TO: Competent level of mastery in Stage 1 Units 1 and 2
Stage 2 Essential Mathematics 1 & 2

Please note this course is currently in draft form pending ratification by the SACE Board, July 2015
MEDIA STUDIES

CONTACT TEACHER(S)  Paul von der Borch / Greg Way

PREFERRED BACKGROUND  Refer 'Essential Reading' Page 3

LENGTH / CREDIT  Semester (10 Credit Points) or Full Year (20 Credit Points)

WHAT IS THIS SUBJECT ABOUT?

Media Studies develops students’ media literacy and production skills. Students discuss and analyse media issues, and interact with, and create media products. The analytical elements of Media Studies support students to develop research and analysis skills that may lead to future study or employment pathways. The subject focuses on exploring the role of media in Australian and global contexts. Students consider how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Students study a minimum of two of the following topics per semester:

- Images of Youth in Media
- Making of the News
- Advertising
- Careers in Media
- Creating Multimedia Texts
- Representations in Media
- Media Audiences
- Media and Leisure
- Media and the Global Community.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- To understand the ways in which societies are represented by media
- How to research and analyse the form, content, context, and audiences of media texts
- To creatively use media technologies in individual and collaborative production activities
- To explore the dynamics of the media industry
- How to critically reflect on interaction with media.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types:

- Folio
- Interaction Study
- Product

THIS SUBJECT LEADS TO:  Stage 2 Media Studies (Skills may be used in all Stage 2 subjects)
MUSIC ADVANCED

CONTACT TEACHER (S)  
Gemma Heath

PREFERRED BACKGROUND  
A satisfactory achievement in Year 10 Music Advanced (or the equivalent musical background) and teacher recommendation  
Refer ‘Essential Reading’ Page 3

LENGTH / CREDIT  
Full Year (20 Credit Points)

WHAT IS THIS SUBJECT ABOUT?
Through the study of music students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students’ cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

The focus capabilities for this subject are personal development, citizenship, communication and learning.

This subject is based on:
- Music from the Middle Ages to the 20th Century
- Developing listening skills and performance skills.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- To write music that you hear and recognise pitch and rhythm
- To harmonise a tune in a modern jazz style
- To arrange music for a group of instruments
- To perform as a soloist
- To perform in an co-curricular ensemble
- To analyse music and understand how society impacts on composers and their compositions.

Assessment at Stage 1 is school based, with the following assessment types:
- Skills Presentation
- Skills Development
- Folio

Assessment includes tasks such as written theory and aural tests, essay and oral presentation, solo performances, ensemble performance in band/choir/orchestra/string ensemble/other ensemble and an arrangement of a tune.

THIS SUBJECT LEADS TO:  
Stage 2 Music: Solo Performance; Music: Ensemble Performance; Music: Performance Special Study; Music: Musicianship; Music: Composing and Arranging; Music: Music Technology
### MUSIC (CONTEMPORARY MUSIC WORKSHOP)

**CONTACT TEACHER (S)**  
Gemma Heath

**PREFERRED BACKGROUND**  
Ability to play guitar, keyboard, bass guitar or sing  
Willingness and ability to play in a band along with other students in the class  

**Note:** This course is designed for students who do not have the prerequisite for Music Advanced in Year 10, 11 or Stage 2. Eligibility for this course is determined by the Music Coordinator.

**LENGTH / CREDIT**  
Semester (10 Credit Points) or Full Year (20 Credit Points)

### WHAT IS THIS SUBJECT ABOUT?

Through the study of music students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students’ cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

The focus capabilities for this subject are personal development, citizenship, communication and learning.

This subject is based on:
- Developing skills and knowledge in Contemporary Music Performance and/or Technical Production or Business
- Developing performance skills as a rock musician or technician
- Developing basic skills in reading and writing music
- Listening to recordings and analysing them
- Learning to create, perform and record music
- Developing knowledge and understanding of the music industry.

### WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- To rehearse and perform in a rock band/ensemble
- To write and perform at least one song
- What is the music industry and how it works
- Basics skills in setting up and operating PA systems or Studio recording
- You may also extend your learning and skills in arranging or composing and solo performance or musical analysis, depending on your choice of unit
- Basic occupation and health safety skills.

### HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types:
- Skills Presentation
- Skills Development
- Folio

### THIS SUBJECT LEADS TO:

Certificate II or III Basic Music Industry Skills (VET);  
Stage 2: Music Tech. or Stage 2 Music Ensemble Performance
CONTACT TEACHER (S)  
Sharon Cibich

PREFERRED BACKGROUND  
Refer ‘Essential Reading’ Page 3

LENGTH / CREDIT  
Semester (10 Credit Points) or Full Year (20 Credit Points)

WHAT IS THIS SUBJECT ABOUT?  
Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. Students explore the links between food, health, and diet-related diseases. Students have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues. They investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

The focus capabilities for this subject are communication, learning, and personal development.

Students undertake the study of two or three topics. Examples include:
- Macro and Micro Nutrients
- Fresh versus Processed Foods
- Australian Dietary Guidelines and Nutrition in the Lifecycle
- Psychology of Food Marketing
- Indigenous Australians: Food Changes from the Traditional to the Contemporary
- Contaminated Food.
- Safe Food Handling
- Organic Food versus Genetically Modified Food
- Sustainable Food Futures
- Water

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- How to identify and formulate questions, hypotheses, and purposes that guide nutrition investigations and their design
- How to design, safely conduct, and evaluate investigations, and apply knowledge and problem-solving skills to individual and collaborative practical tasks
- How to select and use evidence to analyse, compare, and evaluate strategies for the prevention and management of disorders related to diet and lifestyle, and make recommendations to promote good health
- How to communicate knowledge and understanding, using the terms and conventions of the language of nutrition, for particular purposes and contexts
- To identify and explain decisions based on ethical, personal, social, environmental, and/or economic factors that influence diet and lifestyle choices of individuals and communities
- Knowledge and understanding of, and respect for, varying cultural influences on diet, lifestyle, and personal decisions.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Investigations Folio
- Skills and Applications Tasks

THIS SUBJECT LEADS TO:  
Stage 2 Nutrition  
Stage 2 Scientific Studies
PHYSICAL EDUCATION

CONTACT TEACHER (S)  
Sharon Cibich/Michael Whinnen/Chris DeSilva

PREFERRED BACKGROUND  
Refer 'Essential Reading' Page 3  
(A ‘Girls Only’ class will be considered depending on numbers)

LENGTH / CREDIT  
Semester (10 Credit Points) or Full Year (20 Credit Points)

WHAT IS THIS SUBJECT ABOUT?  
In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

The focus capabilities for this subject are communication, learning, and personal development.

Stage 1 Physical Education consists of the following two areas:
- Practical Skills and Application
- Principles and Issues

Practical Skills and Applications  
For a 10-credit subject, students complete two or three practicals. For a 20-credit subject, students complete four to six practicals.

Principles and Issues (consists of the following two areas of study)  
- The Nature of Physical Activity
- Issues Analysis

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?  
- To demonstrate practical skills and techniques specific to a variety of human physical activities
- To interpret and apply (independently, with groups, and in teams) effective skills, specific concepts and ideas, strategies, techniques, rules, and guidelines
- To demonstrate knowledge and understanding of the nature of physical activity
- To analyse and reflect on the implications of physical activity for personal and community health and well-being
- To interact collaboratively and demonstrate initiative and leadership.

HOW WILL I BE ASSESSED?  
Assessment at Stage 1 is school based, with the following assessment types:
- Practical
- Folio

THIS SUBJECT LEADS TO: This course is suitable to any student interested in physical activity and health issues. It offers an introduction to Stage 2 Physical Education and Stage 2 Integrated Learning (Sport Studies)
PHYSICS

CONTACT TEACHER (S)  Rob Nussio

PREFERRED BACKGROUND  Refer 'Essential Reading' Page 3  
A, B or high C grade in Year 10 Science and Level 1 Maths  
Concurrent study of at least 2 units of Stage 1 Maths  
(note: General Mathematics/Mathematical Methods or Specialist Mathematics required for Stage 2 Physics)

LENGTH / CREDIT  Semester (10 Credit Points) or Full Year (20 Credit Points)

WHAT IS THIS SUBJECT ABOUT?

The study of physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

The focus capabilities for this subject are communication and learning.

The study of physics offers opportunities for students to understand and to appreciate the natural world and to make informed decisions about technological applications.

• The study of the physical world using models and concepts to explain observations
• The nature of motion, forces, energy, matter, sound, light and atomic structure
• Experiments, designing your own investigations and problem solving activities
• The role and impact of physics in society

Semester 1 Topics - Motion in a straight line, vectors and projectile motion, Newton's laws of motion, waves, sound and light.
Semester 2 Topics - Momentum, energy, heat, electrostatics, electricity.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

• To identify and formulate questions, hypotheses, concepts, and purposes that guide investigations, and their design, in physics
• To design and conduct collaborative and individual investigations in physics using appropriate apparatus and safe working practices, and observing, recording, and interpreting the phenomena of physics
• To represent, analyse, interpret, and evaluate investigations in physics through the use of technology and numeracy skills
• To select, analyse, and critically evaluate the evidence of physics from a range of sources, and present informed conclusions and personal views on social and environmental issues
• To communicate knowledge and understanding of the concepts and information of physics, using the appropriate literacy skills of physics

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types:
• Investigations Folio
• Skills and Applications Tasks

THIS SUBJECT LEADS TO:  Stage 2 Physics
Stage 2 Scientific Studies
PSYCHOLOGY

CONTACT TEACHER (S) Paula Hensing

PREFERRED BACKGROUND Refer 'Essential Reading' Page 3 
A, B or high C grade Year 10 English

LENGTH / CREDIT Semester (10 Credit Points) or Full Year (20 Credit Points)

WHAT IS THIS SUBJECT ABOUT?
The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Stage 1 and Stage 2 Psychology build on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

The focus capabilities for this subject are communication and learning.

This subject consists of an Introduction to Psychology topic and two other topics from the list below;

- Social influence and social interaction
- Intelligence
- Cognition
- Brain and behaviour
- Human psychological development
- Emotion
- Positive Psychology

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- Knowledge and understanding of the factors that cause psychological differences and similarities between people and how these factors affect the behaviours of self, others, and groups
- How to analyse the behaviours of self, other individuals, and groups of people in different contexts in a way that recognises the values of independence and interdependence
- An understanding of ethical research
- How to make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics
- How to search for, record, evaluate, and organise psychological information and use psychological terminology effectively in a range of contexts
- How to working as a member of a team, to achieve individual and shared goals.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:

- Investigations Folio
- Skills and Applications Tasks

This subject does not have an exam

THIS SUBJECT LEADS TO: Stage 2 Psychology
RELIGION STUDIES

CONTACT TEACHER (S) Maree Samuel

PREFERRED BACKGROUND Refer ‘Essential Reading’ Page 3

LENGTH / CREDIT Full Year (20 Credit Points)

NOTE: At Cabra, the first semester (10 credit points) of this subject is completed in the second semester of Year 10 and the following semester (10 credit points) is undertaken in Year 11

WHAT IS THIS SUBJECT ABOUT?
In Religion Studies students have the opportunity to focus on an aspect of religion or spirituality within or across traditions, and to explore the religious basis of an ethical or social justice issue. Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs.

The focus capabilities for this subject are communication, citizenship, and personal development.

The subject consists of practical activities, reflection and issues investigations related to the topics of:
- Social Justice
- Aspects of Jewish Traditions and its relationship to Christianity
- The Church of the Future and Christianity
- Moral and Ethical Issues of Sexuality and Relationships.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- Knowledge and understanding of diverse religious beliefs, perspectives, and experiences within and across religions
- The social significance of religion and spirituality
- How religion can provide a basis for personal and ethical decision-making
- Contemporary ethical issues and possible futures
- An understanding of religion and spirituality
- How religious experience, beliefs, and values contribute to a sense of personal meaning.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Issues Investigation
- Reflection
- Practical Activity

Assessment tasks may include essays, tests/exam, debates, oral presentations, journal writing, reports, research assignments, group activities, surveys and participation in discussions.

THIS SUBJECT LEADS TO: Stage 2 Religion Studies or Year 12 Religion & Life
RESEARCH PROJECT

CONTACT TEACHER (S)  Stephen Bull

PREFERRED BACKGROUND  Competency in Stage 1 subjects. Refer ‘Essential Reading Page 3

LENGTH / CREDIT  Semester/10 SACE credit points. At Cabra, Stage 1 students may choose to complete the Stage 2 Research Project in the second semester of Year 11. It is also offered in Semester 1 at Year 12.

THIS IS A COMPULSORY STAGE 2 SUBJECT IN THE SACE
Students must achieve a “C” grade or better in order to be awarded the South Australian Certificate of Education.

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use creativity and initiative, while developing the research and presentation skills they will need in further study or work.

The focus capabilities for this subject are literacy, numeracy, information and communication technology, critical and creative thinking, personal and social, ethical understanding, and intercultural capabilities.

Research Project B is offered and can be used as a tertiary admission subject.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based and also includes an external assessment

School Based Assessment
- Folio containing record of research and Discussion 30%
- Outcome 40%

External Assessment
- Evaluation 30%

Information on the External Assessment
Students are required to provide an evaluation of their project, reflecting on their overall learning experience.
CONTACT TEACHER (S)  
Robert Nussio

PREFERRED BACKGROUND  
Refer ‘Essential Reading’ Page 3  
C grade or better in Year 10 Science

LENGTH / CREDIT  
Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?  
Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related, and everyday life in a world shaped by science and technology.

The focus capabilities for this subject are communication and learning.

An overarching theme or themes provides opportunities for students to explore links between learning in science and in other areas, and to discuss historical, social, ethical and environmental contexts. Two or three topics (eg reproductive issues, forensic science, recreational drugs) are studied in the semester.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?  
- How to identify and formulate questions, hypotheses, concepts, and purposes that guide scientific investigations  
- How to design and conduct collaborative and individual scientific investigations  
- How to use technology and numeracy skills to represent, analyse, interpret, and evaluate scientific investigations  
- How to select and critically evaluate scientific evidence from a range of sources and present informed conclusions or personal views on social, ethical, and environmental issues  
- How to communicate knowledge and understanding of using scientific literacy skills  
- How to demonstrate and apply scientific knowledge and understanding to a range of contexts and problems, including by providing alternative explanations and proposing solutions.

HOW WILL I BE ASSESSED?  
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:  
- Investigations Folio  
- Skills and Applications Tasks

THIS SUBJECT LEADS TO:  
Stage 2 Scientific Studies
TOURISM

CONTACT TEACHER (S)  
Greg Way

PREFERRED BACKGROUND  
Refer 'Essential Reading' Page 3

LENGTH / CREDIT  
Semester (10 Credit Points) or Full Year (20 Credit Points)

WHAT IS THIS SUBJECT ABOUT?  
In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism; and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student’s understanding of the sustainable management of tourism is central to the subject.

The focus capabilities for this subject are communication, citizenship and learning.

The subject consists of four themes and eleven topics. A 10-credit subject consists of three topics that are informed by the four themes. A 20-credit subject consists of six topics that are informed by the four themes.

Themes
Understanding the Tourism Industry  
Identifying Visitors and Hosts
Creating Sustainable Tourism  
Working in the Tourism Industry.

Topics
- Investigating the History of Tourism  
- Exploring Tourism in the Local Area
- Examining Local Impacts of Tourism  
- Preparing for International Travel
- Appreciating Tourism in Australia  
- Investigating Tourism Markets
- Tourism Industry Skills  
- Negotiated Topic
- Examining Tourism and Technological Change
- Understanding Tourism and Natural Environments
- Understanding the Role of Organisations and Government in Tourism

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?  
- Tourism knowledge, including the nature of tourists, tourism, and the tourism industry
- Tourism concepts, including sustainable tourism and cultural sustainability in different contexts
- Emerging tourism trends, developments, different perspectives and contemporary issues
- Practical tourism skills, in different contexts
- How to communicate information about tourism for particular audiences and purposes using a range and combination of modes.

HOW WILL I BE ASSESSED?  
Assessment at Stage 1 is school based, with the following assessment types:
- Case Study
- Source Analysis
- Practical Activity
- Investigation

THIS SUBJECT LEADS TO:  
Stage 2 Geography
Stage 2 Tourism
VISUAL ARTS – ART (2D – PAINTING & DRAWING)

CONTACT TEACHER (S)  
Antonine Stagg/Sue Wilson/Kate Lymn/Sally Mahony

PREFERRED BACKGROUND  
Refer 'Essential Reading' Page 3

LENGTH / CREDIT  
Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

The focus capabilities for this subject are communication and personal development.

The subject is based on three areas of study:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- To conceive, develop, and make visual 2D artworks that reflect individuality and the development of a personal aesthetic
- To demonstrate visual thinking through the conception, evolution, and evaluation of ideas and the development of skills with media, materials, techniques, and technologies
- To apply skill in using media, materials, techniques, and technologies to solve problems and resolve visual artworks
- To communicate knowledge and understanding of their own and other practitioners’ visual artwork(s)
- To describe, analyse, and respond to visual artworks in social, cultural, and historical contexts.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types, each with 20% minimum weighting.
- Folio
- Practical
- Visual Study

THIS SUBJECT LEADS TO:  
Stage 2 Visual Arts
VISUAL ARTS – ART (3D SCULPTURE)

CONTACT TEACHER (S)  
Antonine Stagg/Sue Wilson/Kate Lymn/Sally Mahony

PREFERRED BACKGROUND  
Refer 'Essential Reading' Page 3

LENGTH / CREDIT  
Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

The focus capabilities for this subject are communication and personal development.

The subject is based on three areas of study:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- To conceive, develop, and make visual 3D artworks that reflect individuality and the development of a personal aesthetic
- To demonstrate visual thinking through the conception, evolution, and evaluation of ideas and the development of skills with media, materials, techniques, and technologies
- To apply skill in using media, materials, techniques, and technologies to solve problems and resolve visual artworks
- To communicate knowledge and understanding of their own and others’ visual artwork(s)
- To describe, analyse, and respond to visual artworks in social, cultural, and historical contexts.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types, each with 20% minimum weighting:
- Folio
- Practical
- Visual Study

THIS SUBJECT LEADS TO:  
Stage 2 Visual Arts
VISUAL ARTS – DESIGN (ARCHITECTURE & INTERIOR DESIGN)

CONTACT TEACHER (S)  
Antonine Stagg

PREFERRED BACKGROUND  
Refer 'Essential Reading' Page 3

LENGTH / CRERDIT  
Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?

The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

The focus capabilities for this subject are communication and personal development.

The subject is based on three areas of study:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

In this subject students will design and make products using the design process, such as:
- CD Cover Design
- Instructional Graphics Design
- Architectural Design
- Poster Design
- Product Design

Students will investigate a designer and their work in the context of the culture in which the work was produced. They will study aspects of design in our lives. This may include practical experiments on the study of design or designers.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- To develop a design brief and understand its application
- To understand design in the workplace - and its application
- To undertake designs in both 2D graphic design and 3D product design
- To understand various materials and methods of working them
- Theoretical aspects of the design process, and an understanding of design history.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types, each with 20% minimum weighting.
- Folio
- Practical
- Visual Study

THIS SUBJECT LEADS TO:  
Stage 2 Visual Arts: Design
VISUAL ARTS – DESIGN (FASHION)

CONTACT TEACHER (S)  
Sue Wilson/Antonine Stagg

PREFERRED BACKGROUND  
Refer 'Essential Reading' Page 3

SEMESTER/FULL YEAR  
Semester (10 Credit Points)

WHAT IS THIS SUBJECT ABOUT?

The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions. This subject focuses on designing for fashion.

The focus capabilities for this subject are communication and personal development.

The subject is based on three areas of study:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- To develop a design brief and understand its application
- To understand design in the workplace - and its application
- To undertake designs in both 2D fashion illustration and 3D garment construction
- To understand and apply various materials and methods appropriate to fashion design
- Theoretical aspects of the design process, and an understanding of design history.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types, each with 20% minimum weighting.

- Folio
- Practical
- Visual Study

THIS SUBJECT LEADS TO:  
Stage 2 Visual Arts: Design
VISUAL ARTS – DESIGN (VISUAL COMMUNICATION)

CONTACT TEACHER (S) Antonine Stagg

PREFERRED BACKGROUND Refer 'Essential Reading' Page 3

LENGTH / CREDIT Semester (10 Credit Points) or Full Year (20 Credit Points)

WHAT IS THIS SUBJECT ABOUT?
The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining a design issue, problem solving approaches, the generation of concepts and the skills to communicate resolved ideas. This subject focuses on designing for digital media based presentation.

The focus capabilities for this subject are communication and personal development.

The subject is based on three areas of study:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- To follow a design process and understand its application.
- To understand design in the workplace - and its application.
- To undertake designs in both 2D and 3D graphic design, typical projects are: posters, instructional graphics, CD covers, logos, billboards and brand suites.
- To understand and apply various materials and methods appropriate to design.
- Theoretical aspects of the design process, and an understanding of design history.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types, each with 20% minimum weighting.
- Folio
- Practical
- Visual Study

THIS SUBJECT LEADS TO: Stage 2 Visual Arts: Design
- Stage 2 Communication Products
WORKPLACE PRACTICES

CONTACT TEACHER (S) Cheryl Webber

PREFERRED BACKGROUND Refer ‘Essential Reading’ Page 3.

LENGTH / CREDIT Full Year (20 SACE Credits)

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

The focus capabilities for this subject are personal development, work, and learning.

At Stage 2 there are three enrolment options:
- Workplace Practices A (10 credits)
- Workplace Practices B (10 credits)
- Workplace Practices C (20 credits)

At Stage 2, students can undertake up to 40 credits of this subject (i.e. Workplace Practices A, Workplace Practices B, and Workplace Practices C).

CONTENT

There are three focus areas of study of this subject:
- Industry and Work Knowledge
- Vocational Learning, including 60+ hours of practical workplace involvement
- Vocational Education and Training (VET).

For the Industry and Work Knowledge component, students undertaking:
- Workplace Practices A (10 credits) and/or Workplace Practices B (10 credits), study two or more negotiated topics in each subject; and/or
- Workplace Practices C (20 credits), study three or more topics from the list below:
  - Topic 1: Work in Australian Society
  - Topic 2: The Changing Nature of Work
  - Topic 3: Industrial Relations
  - Topic 4: Finding Employment
  - Topic 5: Negotiated Topic.

ASSESSMENT

School-based Assessment
Folio 25%
Workplace Performance 25%
Reflection 20%

External Assessment
Research Investigation 30%

The External Assessment is an Issues-based or Practical Investigation with a 2000-word written component or the equivalent in multimodal format. It is double-marked by SACE Board assessors.
Terminology for the South Australian Certificate of Education (SACE)

Adult student
A student who is at least 18 years old by 1 January of his or her final year of Stage 2 study, and who has left school for at least 1 continuous year before returning to study.

Assessment design criteria
The qualities a student displays in an assessment task and/or in a set of evidence that can be referenced to the performance standards. The performance standards are described through three or four assessment design criteria. Assessment design criteria consist of specific features that students should demonstrate in their evidence of learning, and that teachers look for as evidence that students have met the learning requirements of a subject outline.

Assessment group
The group to which students belong for assessment and moderation in a subject, as determined by the school. The assessment group can include for example: all the students in the school undertaking the subject and taught by one or more teachers; the students in a particular class taught by a particular teacher; the students in more than one school taught by one or more teachers. Schools Online will automatically create one assessment group, whenever two or more classes of the same subject have the same teacher in a school.

Assessment task
An assessment activity, item, or instrument for collecting evidence of student achievement of the learning requirements of a subject outline.

Assessment type
A single assessment task or a combination of assessment tasks grouped together to elicit the evidence of achievement that a student needs in order to demonstrate his or her learning against the performance standards.

Australian Qualifications Framework (AQF)
A national framework of formal qualifications issued in the secondary schools sector, the VET sector, and the higher education sector.

Australian Quality Training Framework (AQTF)
A set of nationally agreed standards that ensure the quality and consistency of VET throughout Australia.

Board-accredited subject
The learning and assessment accredited and quality assured by the SACE Board for teaching, learning, and assessment in schools. Each board-accredited subject is described in a subject outline.

Board-recognised course
The learning and assessment accredited and quality assured by other education providers and recognised by the SACE Board for SACE completion.

Capabilities
The knowledge and skills essential for people to act in effective and successful ways. There are currently five capabilities underpinning the SACE: communication, citizenship, personal development, work, and learning.

The new SACE Capabilities Policy (approved by the SACE Board in 2013) identifies seven capabilities: literacy, numeracy, information and communication technology capability, creative and critical thinking, personal and social capability, ethical understanding, and intercultural understanding.

These seven capabilities have as their basis the Australian Curriculum General Capabilities. All SACE Board-accredited subjects will progressively integrate the seven capabilities as appropriate in curriculum and assessment.

Competency standard
An industry-determined specification of performance that sets out the skills, knowledge, and attitudes required to operate effectively in employment. Competency standards are commonly known as units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide. Competency standards are an endorsed component of a training package.

Evidence of learning
The knowledge, skills, and understanding that students demonstrate through a set of assessment tasks that are designed according to guidelines in the subject outline and meet the learning requirements of the subject.

External assessment
The assessment of student learning is external when the assessment specifications for assessment tasks are defined by the SACE Board; and when each student’s performance is assessed by at least one person who is appointed by the SACE Board, and who is not the student’s teacher. All Stage 2 Board-accredited subjects have a 30% external assessment component. External assessment applies only to Stage 2 subjects.

Grade level
A level within a grade at Stage 2 (e.g. A+, A, A-).

Insufficient evidence (I)
The designation I (for ‘Insufficient Evidence’) that is recorded when the quality of learning based on the set of evidence of learning provided by a student is insufficient to show achievement against the lowest performance standard (grade E) for an assessment type.

Integrated program
A program that combines the learning and assessment requirements of two or more whole subjects. A student’s achievements in each subject delivered through an integrated program will be granted SACE credits; the student’s results will be reported separately against the name of each subject.

Integrity of assessment procedures
The SACE Board adopts a four-phase process to assure the integrity of assessments: planning, clarifying, confirming, and improving. Each of these phases is based on the interconnected responsibilities of students, teachers, school leaders, and the SACE Board.

Planning involves developing, approving, and communicating learning and assessment plans for each subject. Clarifying involves seeking feedback on the interpretation and application of performance standards. Confirming involves ensuring that the interpretation and application of performance standards are comparable across schools. Improving involves providing and analysing students’ results to identify where help and support may be provided in the school’s teaching, learning, and assessment program.

Learning and assessment plan
A plan that shows a teacher’s intended learning and assessment activities for a subject. The intended audience for the plan is the student. The teacher/school develops the plan, which should demonstrate to students the relationship of the learning scope and requirements to the assessment requirements and the performance standards of the subject outline. The SACE Board approves the plan for teaching on the recommendation of the principal of the school, according to the operational schedule in the SACE Online Calendar.
Learning area
Board-accredited subjects are organised in nine learning areas: Arts; Business, Enterprise, and Technology; Cross-disciplinary; English; Health and Physical Education; Humanities and Social Sciences; Languages; Mathematics; and Sciences.

Learning requirements
The summarised knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. The learning requirements form the basis of the content, the evidence of learning that students provide, the assessment design criteria, and the levels of achievement described in the performance standards for a subject outline.

Literacy requirement
To meet the literacy requirement of the SACE, students must complete, with a C grade or better, or the equivalent, 20 credits from a range of Board-accredited English subjects or Board-recognised courses.

The Board has endorsed the Australian Core Skills Framework (ACSF) level 3 descriptions in reading and writing as reference points for the SACE literacy benchmark. The Stage 1 Board-accredited subjects and Board-recognised courses in literacy have the ACSF level 3 integrated in their C grade or satisfactory achievement level.

Local program
The SACE Board has accredited the nine subject outlines listed below (one for each of the nine learning areas) that enable schools to develop local programs by varying the content and/or the school assessment component described in the subject outline:

- Business and Enterprise
- Creative Arts
- Cross-disciplinary Studies
- English Pathways
- Health
- Language and Culture
- Mathematics Pathways
- Scientific Studies
- Society and Culture.

Modified subjects
A set of Board-accredited subjects that are designed for students with identified intellectual disabilities. Students who are eligible to enrol in a modified subject are unable, because of intellectual and functional disabilities, to reach the performance standards in a mainstream subject. The following subjects are available at Stage 1 and Stage 2:

- Business and Enterprise: Modified
- Creative Arts: Modified
- Cross-disciplinary Studies: Modified
- English Pathways: Modified
- Health: Modified
- Language and Culture: Modified
- Mathematics Pathways: Modified
- Personal Learning Plan: Modified (Stage 1 only)
- Research Project: Modified (Stage 2 only)
- Scientific Studies: Modified
- Society and Culture: Modified.

Training.gov.au (TGA)
A national database of VET in Australia. It has information about training packages, VET units of competency, VET qualifications and Registered Training Organisations (RTOs).

New subject
A subject that is developed by a school, an institution, an authority, or an organisation to meet emerging needs. New subjects must be accredited by the SACE Board. Once accredited, these subjects will be made available to all schools.

No result (N)
The designation N (for 'No Result') that is recorded at Stage 1 when a student does not provide evidence of learning for a subject, and at Stage 2 for a component when a student does not provide evidence of learning for the school assessment component or the external assessment component of a subject. A student who receives a 'N' is attributed a numerical value of zero.

Numeracy requirement
To meet the numeracy requirement of the SACE, students must complete, with a C grade or better, or the equivalent, 10 credits from a range of Board-accredited mathematics subjects or Board-recognised courses.

The Board has endorsed the Australian Core Skills Framework (ACSF) level 3 descriptions in numeracy as reference points for the SACE numeracy benchmark. The Stage 1 Board-accredited subjects and Board-recognised courses in numeracy have the ACSF level 3 integrated in their C grade or satisfactory achievement level.

Partial assessment (PA)
The designation PA (for 'Partial Assessment') that is recorded for a subject when a student does not provide evidence of learning for either the school assessment component or the external assessment component.

Pending (P)
The designation P (for 'Pending') that may be recorded when missing or insufficient evidence of learning prevents a student from gaining a C grade in the Stage 1 Personal Learning Plan, or in a Stage 1 English or mathematics subject that meets the literacy or numeracy requirement of the SACE. The designation is recorded until the student is able to provide evidence of learning at the C grade level.

Performance standards
Descriptions of levels of achievement in a subject outline. The five levels of achievement are reported with the grades A to E at Stage 1, and with a finer scale of A+ to E– at Stage 2. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated evidence of his or her learning. The process of interpreting and reporting a student’s level of achievement with reference to the performance standards is called ‘standards referencing’.
Terminology for the South Australian Certificate of Education (SACE)

Personal Learning Plan
A compulsory Stage 1 subject in the SACE. It is intended to help students to plan for their future. To gain their SACE, students must complete 10 credits of the Personal Learning Plan with a C grade or better.

Private candidate
A student who completes a Board-accredited subject without being formally enrolled in a school and without completing or submitting the school assessment component. Private candidature is approved by the Chief Executive of the SACE Board of SA. Private candidates are not eligible for Subject Merits.

Record of Achievement
The record of a student’s achievements in subjects and/or courses at Stage 1 and Stage 2 that can be counted towards SACE completion requirements. It lists the number of SACE credits granted for each subject or course in which the student has recorded achievement. The Record of Achievement is provided to all students at the end of Stage 2, or on request to the SACE Board.

Registered training organisation (RTO)
An organisation that is authorised to deliver and/or assess training, and to issue qualifications. TAFE SA is a public RTO. All RTOs must meet the standards of the Australian Quality Training Framework.

Research Project
A compulsory Stage 2 subject in the SACE. It is intended to help students to develop their research, planning, and evaluation skills. To gain their SACE, students must complete 10 credits of the Research Project with a C grade (i.e. C+, C, or C–) or better.

SACE
South Australian Certificate of Education.

SACE credits
The SACE is a credit-based qualification. Students must gain at least 200 credits to be awarded the SACE. A 10-credit subject consists of approximately 60 hours of programmed teaching and learning time. It is generally considered to be a one-semester or half-year subject. A 20-credit subject consists of approximately 120 hours of programmed teaching and learning time. It is generally considered to be a full-year subject.

School assessment
The assessment of student learning is school based when the assessment tasks are designed by the student’s teacher in accordance with the specifications in the Board-accredited subject outline; when each student’s performance is assessed by the student’s teacher; and when the assessments of students’ performances are moderated by processes developed by the SACE Board. Assessment at Stage 1 of the SACE is 100% school based. Assessment at Stage 2 of the SACE is 70% school based and 30% external.

Specific feature
See assessment design criteria.

Student assessment summary
A document that records a student’s achievements in their subjects. This document lists, for each subject, a student’s school grade and moderated grade for each school assessment type, and their numeric equivalents; school assessment grade and external assessment grade, and their numeric equivalents; final subject grade and its numeric equivalent.

Subject grade
A student’s level of achievement in a subject at the end of a program of learning that will be reported to the student by the SACE Board. At Stage 1 the subject grades are reported as A to E. At Stage 2 the subject grades are reported as A+ to E–.

Subject operational information
A document that details procedural matters relating to final moderation and external assessment requirements, and key dates for the year, including dates for submission of results.

Subject outline
A document that describes the capabilities and learning and assessment scope and requirements of a Board-accredited subject.

Tertiary admission subject
A subject approved by the higher and further education authorities for contributing to the calculation of the Australian Tertiary Admission Rank (ATAR).

Training package
An integrated set of nationally endorsed competency standards, assessment guidelines, and qualifications for a specific industry, industry sector, or enterprise.

Unit of competency
A component of a competency standard and a statement of a key function or role in a particular job or occupation.

VET recognition register
A list posted on the SACE website. Schools, and the general public, refer to the list to find out how many SACE credits will be awarded for the successful completion of a particular qualification or unit of competency from the VET sector, and whether the credits will be awarded at Stage 1 or Stage 2 of the SACE.

Vocational education and training (VET)
Any training and assessment delivered by a registered training organisation that meets the requirements specified in national industry/enterprise training packages or in accredited courses. VET operates through training packages and state-accredited courses that are nationally recognised and registered by the National Training Information Service (NTIS).

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